The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey[1]. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of five core versions provided to each of the groups listed below.
1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

The Teacher Core Survey follows this introduction. Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. Teacher and administrator branches include the following.

Teacher Branches
1. Early Career
2. High School
3. IPI School

Administrator Branches
1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. Teacher and administrator modules include the following.

Teacher Modules
1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

Administrator Branches
1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.

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[1] Questions on the Tennessee Educator Survey were derived from a variety of sources including: the Tennessee First to the Top Survey; the Consortium on Chicago School Research (CCSR) surveys; the Schools and Staffing Survey (SASS), the Teaching, Empowering, Leading and Learning (TELL) survey; the What Makes Schools Work survey; and the Gates Measure to Learn and Improve surveys. Several items were also drafted by the Tennessee Department of Education. For more information on the source of individual questions, please contact the Tennessee Consortium on Research, Evaluation, and Development.

2016 Tennessee Educator Survey

Tennessee Educator Survey: Introduction

Q1. *Please select the option below that best describes your primary professional position/role during the 2015-2016 school year.
  a. Teacher
  b. Principal of a single school
  c. Assistant principal or vice principal of a single school
  d. Instructional coach
  e. Counselor
  f. Psychologist
  g. Social Worker
  h. Audiologist, Speech/Language Pathologist
  i. Librarian/Library Media Specialist
  j. Central office staff member
  k. None of the above, and my work is ACROSS MULTIPLE SCHOOLS.
  l. None of the above, and my work is at ONE SCHOOL. (Please specify your position.)
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Tennessee Educator Survey: Teacher Core

School Climate and Leadership

Q2. Please indicate the extent to which you agree or disagree with the following statements regarding your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The staff feels comfortable raising issues and concerns that are important to them with school leaders.	1	2	3	4
b. There is an atmosphere of trust and mutual respect within this school.	1	2	3	4
c. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	1	2	3	4
d. Administrators hold teachers to high professional standards for delivering instruction.	1	2	3	4
e. Teachers hold each other to high professional standards for delivering instruction.	1	2	3	4
f. Teachers hold all students to high academic standards.	1	2	3	4

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Q3. Please indicate the extent to which you agree or disagree with the following statements regarding staff in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The staff at this school like being here; I would describe us as a satisfied group.	1	2	3	4
b. I feel appreciated for the job that I am doing.	1	2	3	4

Q4. Please indicate the extent to which you agree or disagree with the following statements regarding school leadership in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. School leadership is adequately visible and available to address staff/student needs.	1	2	3	4
b. School leadership proactively seeks to understand the needs of teachers and staff.	1	2	3	4
c. School leadership makes a sustained effort to address staff concerns.	1	2	3	4
d. School leadership provides useful feedback about my instructional practices.	1	2	3	4
e. I frequently have the opportunity to receive feedback on my practices from multiple sources.	1	2	3	4

Q5. Please indicate the extent to which you agree or disagree with the following statements regarding teacher leadership in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers have autonomy to make decisions about instruction (e.g. pacing, materials, and pedagogy).	1	2	3	4
b. Teachers serve a major role in setting the central priorities for the school year.	1	2	3	4
c. Teachers are encouraged to participate in school leadership roles.	1	2	3	4
d. Teachers have an appropriate level of influence on decision-making.	1	2	3	4
e. Teachers have opportunities to participate in shared leadership structures such as PLC's or grade and/or school level leadership teams.	1	2	3	4

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Q6. Please indicate the extent to which you agree or disagree with the following statements regarding about the use of time in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers are allowed to focus on educating students with minimal interruptions.	1	2	3	4
b. The individual planning time provided for teachers in my school is sufficient.	1	2	3	4
c. The collaborative planning time provided for teachers in my school is sufficient.	1	2	3	4
d. School leaders protect instructional time.	1	2	3	4

Q7. Please indicate the extent to which you agree or disagree with the following statements regarding cultural awareness in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. This school fosters appreciation for all staff and students' cultural beliefs and practices.	1	2	3	4
b. I receive the supports needed for teaching culturally and linguistically diverse students.	1	2	3	4

Q8. Please indicate the extent to which you agree or disagree with the following statements regarding disciplinary practice in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. This school uses a consistent approach with all students when addressing disciplinary issues of similar nature.	1	2	3	4
b. This school effectively handles student discipline and behavioral problems.	1	2	3	4

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Q9. Please indicate the extent to which you agree or disagree with the following statements regarding career development as a teacher in Tennessee.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers are continuously kept aware of teacher leadership opportunities at my school or in my district.	1	2	3	4
b. I receive sufficient support toward the achievement of my long-term career goals from leaders at my school.	1	2	3	4
c. I am satisfied with the variety of pathways to leadership in my school or district that do not involve becoming an Assistant Principal or Principal.	1	2	3	4
d. I am more likely to seek out teacher-leader or teacher-coach opportunities if a stipend is provided for that role.	1	2	3	4

Instructional Practice

Q10. Please indicate the frequency with which you and your students engage in each of the following:

	Never	Rarely	Sometimes	Often (Almost Daily)
a. At the start of each lesson, I state the specific learning goals.	1	2	3	4
b. I explain how the goal of the day's lesson fits within the sequence of the course as a whole.	1	2	3	4
c. I wrap up the lesson by stating the main idea/revisiting the objective.	1	2	3	4
d. Students listen to and critique others' reasoning.	1	2	3	4
e. Students demonstrate ability to build on each other's ideas during discussion.	1	2	3	4
f. Students use data and text references to support their ideas.	1	2	3	4

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Q11. Please indicate the extent to which you agree or disagree with the following statements regarding classroom practices.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers should explain an idea to students before having them investigate the idea.	1	2	3	4
b. Teachers should answer a student's questions with more questions rather than just providing the correct answer.	1	2	3	4

Q12. In a typical day, how much time do you spend …

	5% or Less	6% - 10%	11% - 20%	21% - 50%	More than 50%
a. Lecturing	1	2	3	4	5
b. In whole-class discussion	1	2	3	4	5
c. Small group work	1	2	3	4	5
d. Modeling	1	2	3	4	5
e. Hands-on activities	1	2	3	4	5
f. Formative or summative assessment	1	2	3	4	5

Q13. Please indicate the extent to which you agree or disagree with the following statements regarding technology in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have access to the appropriate technology that allows me to effectively teach my students.	1	2	3	4
b. My students spend adequate time within a digital environment to prepare them for today's world.	1	2	3	4
c. Technology in my classroom contributes to my ability to differentiate instruction by providing students with flexibility in pacing and/or content.	1	2	3	4
d. I have someone in my school who can regularly help me integrate technology with instruction.	1	2	3	4

Teacher Evaluation

Q14. Please indicate the extent to which you agree or disagree with the following statements regarding the teacher evaluation process used in your school during this school year (2015-2016).

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Indicators from the teacher observation rubric are often referenced in informal discussions between teachers.	1	2	3	4
b. Indicators from the teacher observation rubric are often referenced in formal meetings where teaching is discussed.	1	2	3	4
c. The processes used to conduct my teacher evaluation are fair to me.	1	2	3	4
d. In general, the teacher evaluation process used in my school has led to improvements in my teaching.	1	2	3	4
e. In general, the teacher evaluation process used in my school has led to improvements in student learning.	1	2	3	4

Q15. During this school year (2015-2016), feedback that I received from my evaluator was focused on (Please select the most appropriate answer):

a. More on helping me improve my teaching than making a judgment about my performance.
b. More on making a judgment about my performance than helping me improve my teaching.
c. Equally focused on helping me improve my teaching and making a judgment about my performance.

Instructional Improvement

*At this point in the survey respondents are branched to take only one of the following five questions, depending on the teacher evaluation model used within their district. The question used with each rubric is consistent, but the answer options vary.

Q16. The areas of instructional practice from your teacher evaluation rubric are listed below. Please select the area that you tried to improve the most during the 2015-2016 school year.

Q17. How much do you think your performance in this area improved over the last year? (Please select the most appropriate answer)

a. No improvement
b. Some improvement
c. A great deal of improvement
d. Not sure

Q18. Please indicate the extent to which you agree or disagree with the following statements regarding professional learning.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I receive specific suggestions for professional learning that are tailored to my needs.	1	2	3	4
b. The professional learning opportunities I receive target my individual professional growth needs.	1	2	3	4

Q19. Please indicate the degree to which you need more professional learning, training, mentorship, or other support in the following areas.

	Not At All	A Little	Somewhat	Mostly	Completely	N/A
a. Instructional strategies and practices (e.g., questioning, wait-time, differentiation)	1	2	3	4	5	6
b. Content- or standard-specific instruction (e.g., U.S. History, Biology, early grades reading or numeracy)	1	2	3	4	5	6
c. Creating positive classroom environments (e.g., establishing respectful culture and managing student behavior)	1	2	3	4	5	6
d. Working with diverse racial, ethnic, or cultural groups.	1	2	3	4	5	6
e. Meeting the needs of all learners (e.g., English learners and students with disabilities)	1	2	3	4	5	6
f. Addressing students' non-academic needs (e.g., socio-emotional development and/or student behavior)	1	2	3	4	5	6
g. Aligning standards, curriculum, and student learning outcomes	1	2	3	4	5	6
h. Analyzing and interpreting students' summative and/or formative assessment results	1	2	3	4	5	6
i. Preparing students for postsecondary opportunities	1	2	3	4	5	6
j. Using technology in the classroom	1	2	3	4	5	6

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State Initiatives

Q20. Please indicate the extent to which you agree or disagree with the following statements regarding the content of the new TNReady assessment.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. TNReady will provide a better assessment of students' critical thinking ability than previous TCAP tests.	1	2	3	4	5
b. TNReady will provide more information about student postsecondary readiness than previous TCAP tests.	1	2	3	4	5
c. TNReady will provide a better assessment of students' real-world abilities than previous TCAP tests.	1	2	3	4	5
d. TNReady practice tools were adequate for introducing students to the content changes expected with the new standardized test.	1	2	3	4	5
e. TNReady practice tools were adequate for introducing students to new question types.	1	2	3	4	5

Q21. Please indicate the extent to which you agree or disagree with the following statements regarding Response to Instruction and Intervention (RTI2)?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
f. In our school, RTI2 is intended to address the individualized needs of all students, not just those who are behind.	1	2	3	4	5
g. In our school, RTI2 interventions are in addition to core instruction.	1	2	3	4	5
h. In our school, Tier II and Tier III interventions provide students with skills-based learning opportunities.	1	2	3	4	5
i. Our school uses multiple data sources to track student progress and assign students to different tiers of intervention.	1	2	3	4	5
j. I feel comfortable explaining to parents/guardians why RTI2 is being implemented.	1	2	3	4	5

k. I believe that students will benefit from the RTI2 framework for intervention.	1	2	3	4	5

Q22. Please indicate which stage your school is in regarding implementation of RTI2.

	Not in Place	Exploring	Partial Implementation	Full Implementation	Not Sure
a. Our school utilizes a universal screener or early warning system for all students at least twice per year.	1	2	3	4	5
b. Our school provides a daily time for students to receive intervention, remediation, or enrichment.	1	2	3	4	5
c. Our school has a RTI2 focused data team with roles and responsibilities for each member.	1	2	3	4	5
d. Our school's RTI2 focused data team meets regularly (e.g., every four to six weeks throughout the school year).	1	2	3	4	5
e. Our school delivers training to help staff understand the components of the RTI2 framework.	1	2	3	4	5
f. Our school conducts progress monitoring regularly for students receiving Tier II or Tier III interventions.	1	2	3	4	5

Q23. Is there anything else that you would like to communicate to the Tennessee Department of Education? (THIS QUESTION FOLLOWS THE TEACHER MODULE AND CONCLUDES THE TEACHER SURVEY.)

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